

*Spring Issue*

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

VOLUME 6 NUMBER 2  
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# The C.A.U.T. *Bulletin*

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Volume 6

April 1958

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**EDITORIAL  
BOARD  
1957-58**

F. S. HOWES, *Editor-in-Chief*  
J. W. BOYES  
H. G. FILES  
J. R. MALLORY

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## THE "FULL-TIME" PROFESSOR

### *Editorial*

Nowadays, when it is fashionable to be interested in the problem of education, there seems to be a widespread notion that the dimensions of the educational crisis would be materially reduced if the universities did not sit idle for four months in the summer. There are many people who do not understand what university teachers are up to in these idle months, and who suspect that they are up to no good. It is perhaps in response to this kind of criticism that we are now hearing a good deal from university administrations about new and stricter definitions of full-time duties of university staffs. It is sometimes said that many university professors spend their summers from May to late September hiring themselves out to other employers instead of spending this time in chaste scholarly retirement in their laboratories or libraries. There is no denying the fact that this happens. Where it is caused simply by the stark inadequacy of academic salaries it is a wasteful diversion of precious skills which could be cured by a more adequate recognition of the worth of the teacher in society. The problem however is not a simple one, and university administrators who hope to solve it by more rigid definitions of full-time employment or by paying academic salaries partly in the form of summer supplements may unwittingly diminish seriously the contribution of the university teacher to his community.

The university teacher is not a homogeneous type whose duties can be encompassed by a single job description. He is many men and many combinations of talents. One kind of professor will normally be around the university every day, eleven months of the year. The library or his laboratory is adequate to his needs and he has no cause to be off the campus. His services as a specialist are seldom in demand by the community. He stays because he wants to or because no one is trying very hard to pay extra for his spare time. Such men are the backbone of the university

because they are always available — they are the part of the great machine which is always running.

But there are other kinds of professors. There are those whose eminence in their own field places on them exceptional responsibilities which in a narrow sense interfere with their university duties. They are the men who hold important offices in professional bodies, who are often rushing off to confer with other colleagues in far corners of the earth. They have become a part of the international bureaucracy of their profession. Such men may often be far from the office and the classroom, and a large part of their time may have little directly to do with the instruction of the young. There are also the experts whose knowledge is important in the shaping of public policy. Royal commissions could not function without them, and in a variety of ways they make their views known to government departments and have some effect on the course of events. Most of what they do is in no real sense scholarship. It is in part a substitute for research and teaching. Yet such men bring to their subjects a richer experience and a broader perspective which is a useful counterweight to colleagues capable of more elegant and rigorous abstract thought.

There is yet another type, whose part-time activities pose a more real problem. This is the man whose "free" time is spent in consulting. The university in which he works is in a sense a part of the goodwill of his consulting business, and university administrations may well wish to take a hard look at how he uses his or the university's time. The university, however, ought not to assume without further thought that such a man is not a genuine full-time member of the staff. Universities have allowed themselves to set up such technical and professional faculties as engineering and they must recognize the fact that such faculties are different in kind from arts or science. The professor of engineering is primarily engaged in teaching fundamental principles, but his capacity to teach them effectively depends on the breadth and depth of his own professional experience, as well as on his research and teaching ability.



It would be wrong to argue that the university should ignore these differences in the services which it gets from its staff. But it is important to realize that there are many ways of serving and conserving knowledge and the university must house a great many of them. The services of professors cannot be properly measured by time-clocks or work loads.

## **IN-SERVICE TRAINING**

### ***Editorial***

In most fields of employment, the worker is given in-service training to ensure that he will be as skillful as possible in doing the job assigned to him. This training process is by no means limited to people working for wages. Indeed, salaried employees commonly undergo extensive in-service training when first engaged, and it is present practice in Industry and Government to continue such training at intervals, progressively at each level. Thus in the Civil Service, training at the technical level is followed by training in administration. In Industry, the practice of offering training courses to junior, middle and upper management groups is developing, and special summer schools on "Executive Development" are being offered in the universities to meet this need. In the university itself, however, in-service training has never been considered as necessary for the newly appointed teacher or administrator.

This curious anomaly is discussed at length in a paper by T. H. Matthews which we have reprinted in this issue. Mr. Matthews' paper was presented to the N.C.C.U. in 1947 and as a result, two summer schools for university teacher training were organized — one in 1950, the other in 1951. While not supported by all the members of N.C.C.U., these schools were very successful. The teachers who attended as students were delighted with the outcome for themselves personally, and urged each time that this type of training be continued. A description of what was done at these schools is given in a paper by David L.

Thomson, which we have also reprinted in this volume, though it was published in 1952.

After the 1951 school, the sponsorship of the N.C.C.U. was withdrawn and it was recommended that member universities take care of their problem by organizing a school on their own campus if this was felt to be desirable. So far as we know, however, no Canadian university has set up an in-service training program for its own teachers.

This failure to accept the pedagogical facts of academic life is significant, but can all the blame be laid at the door of our administration? We all know that the lecture method has many shortcomings as a means of communicating with our students. We also know that university education has to rely largely on lectures and, with many of our universities becoming in effect mass-production agencies with very large staffs, it is obviously of great importance that all of us be skilled in the elementary mechanics of lecturing. As professional teachers should we not insist that newcomers to our profession be given training to ensure that they possess an acceptable degree of competence as lecturers?

## SCHOLARSHIPS FOR AFRICANS

### *Editorial*

In our last issue of the *Bulletin* we described in an editorial the menace to academic freedom contained in the Separate University Education Bill in the Union of South Africa. The Bill has now been referred to a Government Commission and will probably not become effective before January, 1959, and students still in university at that time will be allowed to finish their course. Readers may be interested to know of a concrete step to help African students in the Union of South Africa sponsored by the Committee on Science and Freedom.

An arrangement has been made with the World University Service to administer scholarships to aid non-white

students to attend the "open" universities of Cape Town and Witwatersrand, and later to attend universities outside the Union if these become closed to non-Europeans. The World University Service will receive any money collected for this purpose, and distribute the money among organizations that have been formed in South Africa, under university auspices, to assist non-white students. The initial objective of the fund to be raised is four thousand pounds.

Many of our readers will wish to contribute to a cause which touches so deeply the freedom of the whole university community. Cheques (payable to World University Service) may be sent to World University Service of Canada, 43 St. George Street, Toronto 5. Such contributions are deductible for income tax purposes, and all contributors will receive receipts for this purpose from the office of World University Service. World University Service tell us that they have received, by the end of February, contributions from four university teachers in Canada amounting in all to fifty dollars, so that a good beginning has already been made.

## HOW UNIVERSITIES ARE GOVERNED

### *Editorial*

Many Canadian universities proudly describe in their announcements that their charter and organization have been based on that of one or another of the British universities. Whatever the historical accuracy of this claim, there is one point in which all Canadian universities depart substantially from any European model. In all of them the academic staff play a very modest role in the government of the university. The university teacher is a very necessary instrument in administering the details of university policy, but in Canada he has little to say in the formulation of that policy.

The number of committees in Canadian universities which are now engaged in a study of "university statutes",



“university government”, “administrative procedures”, etc., is a clear sign that the Canadian university teacher believes that our universities would be better run if members of their teaching staffs were able to play a more creative rôle in their government. A serious study of how Canadian universities are run must begin with a mass of facts about what the regulations are, and must proceed from there to appreciate the “conventions of the constitution” by which the operation of the regulations is interpreted. One of the most useful beginnings along these lines has been made by Professor D. C. Rowat of Carleton University. He has published two articles on the subject — one in the September and December, 1956 issues of *Culture*, and a shorter one in the *Bulletin* of the American Association of University Professors, Vol. 43, No. 3, Autumn, 1957. Professor Rowat has several penetrating and critical things to say about how our universities are constituted, and his criticisms deserve to be widely discussed.

At one point he says,

“Since the faculty are not legally members of the university corporation, they are not considered ‘citizens’ of the university, but rather its ‘civil servants.’ They are therefore regarded as nothing more than employees of boards, and the universities are organized internally into much the same hierarchical and autocratic structure of control as is found in a private corporation or government department.”

The burden of Professor Rowat’s argument is that the universities have everything to gain from a wider participation in their government by those who know them most intimately.

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### **June Programme — CAUT Meetings — Univ. of Alberta**

June 9th — Executive Council: 9 to 12; 2 to 5 p.m.

Panel Discussion: 8 p.m. — Future Rôle of the C.A.U.T.

June 10th — Executive Council: 9 to 12; 2 to 5 p.m.

Annual Meeting: 8 p.m.

Plan to ensure that your Association is represented at these meetings.

# THE PROFESSIONAL TRAINING OF UNIVERSITY TEACHERS

**Mr. T. H. Matthews**

The universities of North America are certainly not all in perfect health, and never were, but the number of our serious complaints is probably no greater than the number of special diets recommended as cures. These are great days for the academic nutritionists. Experts, both singly and in groups, have decided exactly how much language, history, science, fine art, philosophy, and so on, a student must absorb to avoid the intellectual deficiency diseases from which, presumably, most of us old-timers must suffer.

St. John's College, for example, has offered a neat hundred packages. "Swallow these whole", it said, "and you will achieve culture". Harvard has recently spent \$30,000 to discover a good healthy general diet, and has eventually produced a long formula which, to me, appears to be a stodgy copy of the one that Columbia College has been using successfully for the past twenty-five years. There are many more including a high vitamine formula from Antioch, and a well-advertised reducing diet from Chicago. Thought, time, money, all in large amounts, have been spent to determine the proper contents of a balanced university diet, but practically no attention has been paid to the cooking, and still less to the serving of the meals. Yet we know that food with exactly the right number of calories and an alphabet of vitamins can give anybody acute indigestion if it is badly cooked. Even hungry people soon lose their appetite for dishes that disagree with them and they seldom ask for second helpings of an underdone pudding that has no flavour.

These are platitudes, but they do suggest that we who are responsible for the meals might with profit give some thought to the skill of our cooks, the flavour of the sauces, the dining-room service, and the table decorations; in other words, the quality of the teaching in our universities. The question "What shall we teach?" must be followed by "How shall we teach it?" and both must be effectively answered if we are really to do our duty by our students.

Undoubtedly teaching is the main job of the members of this conference. Research may be for many of us a recreation and an inspiration, but teaching is our real profession. Most of our staff are hired and paid to teach, and the rest of us are hired and paid to make that

teaching possible. Consequently the success of a college is almost directly proportional to the skill with which this teaching is done, and anything that might improve its quality is worth thinking about.

Teaching is an art, and therefore the theory that good teachers are born and not made has an element of truth in it. It is as true of teachers as it is of golfers or violinists. Very few people start their golf or their fiddling with the natural advantages and intrinsic abilities of Bobby Jones or Fritz Kreisler, but we must also remember that both these men took lessons and practised quite a lot, and but for these lessons and this constant practice, neither you nor I would ever have heard of either. For competence in an art there must be first some natural talent : then this must be developed by a study of the art and its techniques and by adequate practice, until finally there is the successful public performance. Similarly, before young men and women teach in an elementary school or a high school, they take lessons and practice for at least a year. They must demonstrate their competence before experts, and if they fail to reach the qualifying standard, they change their profession. This training and the subsequent inspection of schools and teachers is recognized as being in the interests of the pupils and of the nation which in fact pays for it. It also tends to eliminate one class of misfits, the men and women who lack any natural aptitude for teaching, and so helps to make teachers a happier class of people, for undoubtedly most of us enjoy doing what we can do reasonably well.

For some inscrutable reason there is no similar selection, training, or inspection of those who teach in our universities. Bruce Truscot in his admirable "Red Brick University" describes the situation as follows :

"It seems to be assumed in all universities that anyone with a First-Class Honours degree and an inquiring mind is capable of lecturing and teaching — to say nothing of researching — without any sort of technical preparation. 'Why', under-graduates who intend to become school-teachers frequently ask, 'do we have to spend a year after taking our degrees in obtaining a diploma testifying that we have studied and practised the technique of teaching, whereas if we were going to take up the equally difficult work of university lecturing and had good enough degrees to be acceptable from the academic point of view we could get posts without having had any training whatsoever?' They might go on to ask why ordinands, at their training colleges, are made to take courses in the preaching of Scripture, while university lecturers, who have to lecture for hours on end, generally on more complicated sub-

jects than those of the ordinary parish sermon, are accepted without any kind of preparation. There seems to be no answer to these questions except that universities are amateurish bodies which have never faced up to certain elementary facts and perhaps never will. The results of their laxity are appalling."

Truscott then describes the pathetic incompetence of some typically bad lecturers with a vividness that recalls the reader's own undergraduate sufferings and also stirs his conscience. At Oxford in my time the average quality of the lecturing was certainly low. There was, for example, one distinguished Fellow of All Souls who was also a Fellow of the Royal Society and the Editor of a most learned journal. I attended his lectures — for a brief while. It was reported that he always gave a lunch to those who stayed the full course, but the bait was not big enough. We started as a class of about twenty. After the fourth lecture I acknowledged defeat and dropped out. Whether the two other students who lasted as long as I did actually lasted any longer I do not know, but I have sometimes wondered whether that famous lunch was in fact ever given, or whether it was not rather an amusing hypothesis based on entirely inadequate evidence. Today I cannot remember a word that eminent scholar said. All I can recollect is his name, his appearance, and what awful lectures he gave. His influence, at least on myself, might, I feel, have been more beneficial and stimulating if he had had even some minute idea of how to plan and give a lecture.

It was a pitiful performance, but we must remember that Oxford employs the tutorial system, and that lectures there are generally a voluntary extra, so that the consequences of dullness and ineptitude, if more embarrassing to the performer, are less harmful to the undergraduates than in Canada. Here, probably, more than ninety-nine per cent of our students are regularly, or fairly regularly, attending lectures, so that an ability to lecture should be an important qualification for any teaching position.

As you know, it is not, and in the words of Cornford's classic *Microcosmographia Academica*, "A lecturer is a sound scholar, who is chosen to teach on the ground that he was once able to learn". This session a class of our Engineering students was asked to write an essay on compulsory attendance at lectures. The majority were against compulsion, but several said frankly that if all their lectures were as good as some of the best, no degree of compulsion would be necessary.



Lecturing is certainly an art and, like other arts, it has its own techniques. The mastery of these requires study, advice, practice, and friendly criticism; but where is the young lecturer to get them? Academic people seem to have entered into a conspiracy of silence about their own teaching methods. We may properly discuss authorities and other people's text books, and the proper content or sequence of courses, but not how to get our students interested. Quite unashamedly we may ask a colleague, or pay a professional, to help us with our golf game or our rheumatism, but not, definitely not, with our teaching which may be worse than our golf and almost as painful as our lumbago.

To me this is a major university problem, and I should like to see us recognize it as such, and try to do something about it. Individual universities might make independent efforts, but this evening I want to advocate a mass attack.

I suggest the setting up of a special summer school for university teachers: a school designed to give its students some basic training in the techniques of their own profession.

The complete plans for such a school would naturally be worked out by the staff when these were appointed, but I should like briefly to give you an outline of what I hope it might be and do.

The school should, I think, last at least a month and preferably six weeks. For the sake of economy it should be held in a university or perhaps an attractive boarding school in the country, and, for geographical reasons, it should be somewhere in Central Canada.

The course would be essentially practical. There would be no lectures on the History of Educational Thought, or the influence of Aristotle, or the Theory of Cognition. On the contrary, the whole curriculum would be as practical as a ski school or an R.C.A.F. course for air observers. The staff would be university professors picked with great care for their abilities as teachers, and the salaries would be high enough to attract the right men. They should, if possible, come from departments in the humanities, the social studies, the biological, and the physical sciences, with perhaps one or two, but certainly not too many, from departments of Education. I make this last reservation not because of any antipathy to Professors of Education, for I have none, but because such a mixture would be most likely to give the staff the balance and the point of view I have in mind.



The subjects of study would probably be something like this :

1. How to prepare a lecture and a course of lectures.
2. How to give a lecture.
3. How to conduct a seminar or a colloquium.
4. How to plan and run a laboratory class.
5. How to set an examination paper.
6. How to mark an examination paper.
7. Visual aids in university teaching.

I am not suggesting, of course, that there is one and only one way of doing each of these things. On the contrary, if teaching is an art every teacher must develop his own style. But no-one will deny, for example, that some lecturers are good and some are bad, and that there is general agreement among our present undergraduates as to which is which. If you and I listened with them, I think we should agree too.

At this summer school the young instructors would listen. Each of them would be required to lecture to the others and, through recordings, would even hear his own lectures. Then there would be friendly discussion, criticism, and suggestion. It would be strenuous but not, I think, dull.

Would those who went through six weeks of this derive real and lasting benefits? I believe they would. Under competent instruction a boy can learn to swim or ride a bicycle in a very short time. These skills, once acquired, last throughout his life, especially if he is frequently using them. So, I believe, a good lecturing habit, once learned and constantly practised, would remain. If this is even partially true the experiment is worth trying.

The School would be financed, as other summer schools are, by the fees of the students. Young instructors would not, however, apply in adequate numbers unless (i) the university employing them paid at least a part of the fees, and (ii) the university also promised them an increase of salary if they reached an adequate standard at the School. In other words, we, the universities of Canada, would send our young instructors at our expense to special courses in order that they might increase their professional skills. This is a common practice in industry, where, since it is a common practice, it must pay good dividends. It would, I am convinced, pay us too.

We are always a bit shy about asking our students what they think of our courses. I think this is a pity. We take their money but we

seldom inquire if they are satisfied. Even without such inquiries, I predict that we should soon discover that the new summer school was a success, and there would be a common demand for continuing and possibly expanding it.

As one who has heard and approved many eloquent addresses on the need for maintaining and even elevating academic standards, may I suggest to you presidents and deans that here is an experiment which might actually help to do this by improving the standards of our own staffs and our own teaching? If you and your universities will give the idea your approval, I feel confident the proposed school might then be organized for a trial run in 1948.

The young instructors who took the course would afterwards be more effective with their students, happier in their work, and more valuable to their universities and to Canada. They would bless you for it, and so would the students, and, incidentally, a few of those diseases of ours might begin to disappear. I hope you all agree.

(Presented at the 1947 Conference of the N.C.C.U. and reprinted here with the kind permission of the author.)

*Editorial Note:* As a result of Mr. Matthews' efforts, a Summer School for University Teachers was held at the Royal Military College in 1950 and a second one at Macdonald College in 1951. Both were highly successful.

## **THE COLLEGE-TEACHING PROBLEM: AN EXPERIMENT**

**David L. Thomson**  
**McGill University, Montreal**

One bright morning in June, I was sitting in the comfortable common-room of a small college; the quiet of vacation-time had descended upon its corridors, birds sang outside the windows, and an occasional airplane rumbled across the blue sky. Around me sat some sixteen members of the staffs of various Canadian universities; they ranged from a professor with quite a quarter of a century's experience to a young Ph.D. who had yet to meet his first class; their specialties ranged from Chinese archaeology to agriculture and medicine. They were listening intently to a speaker who stood in front of the black-

board and who was talking (surprisingly as it may seem) about the royal burials at Ur of the Chaldees; a tape recorder was whirring quietly on a table beside him.

The speaker came to the end of his address, glanced at me apprehensively, and sat down.

"Thank you, Mr. X.," I said, switching off the recorder. "Now, let us hear what the critics have to say; Mr. Y., shall we begin with you?"

Mr. Y. looked a little startled, but he put down his cigarette, got up from his armchair, and looked at a sheet of paper he had in his hand; on it were some printed questions, and some notes he had jotted down during the address. He began by reading and answering the first question.

*Was the speaker's object clear?* Yes, I think it was clear that he wanted to interest us in a subject which obviously interests him and which he felt we should be glad to know something about. *Did he attain his object?* I thought he did; personally I knew nothing about it before, and when he began I thought it wouldn't be very interesting, but it gripped me in spite of myself. *Could you hear every word?* Yes, but I had to listen rather attentively, because he speaks in rushes, he jerks out half a dozen words very quickly and then pauses; and sometimes the words run together. *Did he face his audience?* Well, he didn't look out of the window nor at the blackboard, but I didn't think he looked us straight in the eye. *Had he any distracting mannerisms?* I thought this jerky delivery was distracting, and I don't like the way he dabs his finger-tips together when he is talking. *Did he use the blackboard effectively?* The drawing of the tomb was quite clear, but he could have made it much larger, and he seemed to hesitate and waste time while he was drawing it. I don't think he had practiced it beforehand or decided exactly how he would arrange it or how much he would show; besides, the chalk broke when he was drawing — he ought to know by this time that he shouldn't use a long piece and should hold it near the tip.

The group stirred and chuckled, for this last point was one that had come up several times in the past few days.

"Thank you, Mr. Y.," I said, "I agree that Mr. X.'s worst fault is his jerky delivery; Mr. X., I think you'll agree too, when we play

back the recording this afternoon. Now does anyone want to add to Mr. Y.'s criticism, or to disagree with it — Mr. Z., are you raising your hand?"

"I think Mr. X. deserves credit for one thing," said Z., glancing at his notes, "he did not use any technical terms that weren't necessary, and he explained those he did have to use. But, I thought he mispronounced several words."

Several people nodded and supplied instances of mispronunciation, while X. looked partly abashed and partly amused, but on the whole relieved to feel that he had discharged his assignment without disgracing himself and that for the rest of the week his would be the easier role of the critic.

The scene I have tried to describe (and to abridge!) may be taken as representative of the methods and the atmosphere of an interesting experiment sponsored by the National Conference of Canadian Universities, a summer school for university teachers. It is surely unnecessary to discuss at length the reasons for trying such experiment. We have all been students, and we have all suffered from inefficient lectures. This is scarcely surprising, when we consider that the college or university teacher has had little or no instruction in the art of teaching and has probably heard no frank and informal criticism of even his earliest attempts to practice that art. That it should be so is part of a curious university tradition; that it is assumed that every appointee knows how to teach and that it would be as unbecoming to verify this as to inquire into his table manners. I have been teaching at my present university for over twenty years, but I could count on my fingers the number of occasions on which I have heard any of my colleagues give a regular lecture to a regular class — and these occasions have all been rather special ones. I have therefore (and I think most university men might say the same) really no basis for an opinion on the teaching ability of my colleagues, except for a few who are either so good or so bad as to be bywords among the students. The colleges of the United States have long been complaining that the average Ph.D. is a very poor teacher, and at least some of the universities attempt to meet this complaint by allowing or requiring their graduate students to gain a little teaching experience, usually in a way that is informal and intradepartmental, hence almost secret (did you ever hear of a Ph.D. being refused or deferred on the ground that the candidate had not mastered teaching techniques?). This particular aspect of the question is less



noticeable in Canada, where there are relatively fewer colleges and hence college teaching is not the main field of employment for the Ph.D., but the problem of the inefficient teacher who is already on the staff and who may be well worth retaining (say, because of his contribution as an investigator) is one that plagues, or should plague, every institution in every country. It was as a modest and experimental attack on this problem that the conference agreed to establish summer schools for university teachers in 1950 and 1951, and some (too few!) of the members of the conference offered to defray the expenses of two or three professors and instructors who were willing to attend.

The credit for goading the conference into this action must go to its then secretary, T. H. Matthews (McGill University), who also acted as director of the schools and was largely responsible for planning the curriculum and establishing the atmosphere of frank but friendly criticism, of co-operation and informality. The emphasis throughout was practical rather than theoretical; not a word was heard of Rousseau, or Pestalozzi, or John Dewey! The backbone of the course consisted of the specimen lectures and criticisms I have already described; the school lasted for three weeks, and each student was subjected to this ordeal (and it did become something of an ordeal, as the class learned that frankness was never fatal each week. Thrice, that is to say, he had to speak on some topic, set or chosen, for fifteen minutes and to endure and assimilate the criticisms of his fellow-students, of the staff, and — most merciless of all — of his own ears as he listened to his own speech played back by the tape-recorder.

There were, of course, other aspects to be discussed; hence there were round-table conferences (with assigned chairman, leaders, and rapporteur) on such topics as the setting and marking of examinations, audio-visual aids, objective testing, student counseling, laboratory classes, and so forth. There were even a few formal lectures by the staff, usually to serve as a basis for a subsequent round table. The month, as I have said, was June, and the campus set in the country; hence the timetable was not too rigidly filled, though many of the students spent a good deal of their free time studying books suggested to them (few had had any idea that there were books about teaching!), or practicing with the tape-recorder, or preparing their next address.

The staff numbered three, and, as it happened, not one was a professor of education or of psychology; they were rather men who had gained some reputation in the art of teaching and had thought about



its problems. One of them had special competence in the field of voice production, and this was indispensable. The speakers listened most eagerly to his expert comments, and indeed we felt that they tended to concentrate too exclusively upon vocalization and delivery. It was necessary to remind the class that organization of material is also necessary and that polls of student opinion always show that thorough knowledge of the subject is the most valued quality in a lecturer, rated far above elocution. Yet inaudibility and monotony are dreadful defects, and it was not the least surprising outcome of the whole experiment that several members of the class not merely learned to recognize weaknesses in these directions, but were able to go a long way towards eradicating them in the short but strenuous three weeks. This was most rewarding and encouraging to the staff; not less so were the enthusiasm of the students and their unanimous agreement that they had profited and that the school should be continued for others, which, unfortunately, seems to be unlikely as far as sponsorship by the conference is concerned, though at least one of the participating universities is making plans to go on along the same lines for its own staff on its own campus.

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## **ADDRESS**

**By Dr. N. A. M. MacKenzie**  
**to the meeting of the Canadian Association of**  
**University Teachers in Ottawa, June, 1957.**

I am glad to have this opportunity of speaking to the Canadian Association of University Teachers. I believe that a strong faculty association can make a most important contribution to the University, and that your national association can play the same role at the national level. Universities should be communities of scholars, and can do their best work only if it is remembered that they are such communities. There is a tendency to think and feel and act as if the university administration represented a different point of view from that of the teaching staff. There is some truth in this, but it should not be made too much of, and a frank exchange of views on such occasions as this can, perhaps, contribute to a more unified approach to our problems.

The teaching staff are rightly concerned with their own special interests, while the administration has a wider concern, not only for the

whole university community, but increasingly for the public and the taxpayer as well. But nearly all university Presidents in Canada have been members of a university teaching staff. In view of the problems confronting them, I suspect that most of them frequently wish that they were still members of the teaching staff. I was a university teacher for nearly as many years as I have been the executive head in the Universities of New Brunswick and British Columbia, and I like to think that I have the interests of the teaching staff very much in mind. I hope, therefore, that you will think of me as one who understands your point of view and your problems.

I was older than is usual now when I joined the staff of the University of Toronto. Promotion and salary increases were slow. In fact, most of us had our salaries reduced during the depression years. These reductions were frozen during World War II, and inflation has pretty well eaten up the benefits of the increases that have since come our way. However, the satisfactions in teaching and administration, and the stimulation of these years of crisis, have more than made up to me for the difficulties I have described. But because I recognize your problems in a personal way, I wish to devote the remainder of this paper to a discussion of them and of possible solutions to them.

Ours is a unique profession. We are concerned with service to our society, and this means that we are not engaged in the pursuit of wealth. Teaching the young and engaging in the pursuit of truth — not salary increases and ‘fringe benefits’ — must be our main concern. Teaching, and scholarship, and research at the university level are in my opinion the most important work in the world today. If I didn’t believe this I wouldn’t be in it. But if anyone is in university work with the expectation of making money he is wasting his time and should be somewhere else. We *do* need, however, that measure of security and freedom from financial worry which will enable us to do our best work.

The first step to security is an adequate salary, a thing which is hard to define and even harder to achieve. But we owe it to ourselves and our society to try to arrive at a definition that is intelligent and reasonable, and, having done this, should try to achieve the goal so defined.

“What the traffic will bear” is not good enough, nor is a comparison with incomes in other professions, for ours is a profession with special privileges and unusual responsibilities. I would urge the Association to undertake this task of definition and realization in a fair and ob-

jective spirit. Obviously such a study cannot be a 'trade union brief' in which special pleading is indulged in. Having said so much I would like to state that in my opinion university salaries are too low and have been too low during the whole of my academic career.

Pensions and the age of retirement are also important questions. For myself I believe that sixty-five is an appropriate age at which to review each case on its merits. Pension plans should be geared to this date, but if a fully competent person wants to continue to teach he should be allowed to do so — preferably with a lightened load and at a reduced salary. Such arrangements should be reviewed yearly. Pensions should provide at least fifty percent of the salary at normal retirement date, should be compulsory, and should be mutually contributory on the basis of ten percent of salary paid by the university and five percent by the staff member. Total payments should be invested in the staff member, and should be freely transferable should he move to another institution or leave academic employment.

For many years I have been trying to find some answer to the problem of protection for the staff member and the university when the staff member is completely or partially disabled. So far, the excessive cost of sickness and disability insurance has made it impossible to work out a satisfactory solution, though T.I.A.A. has now taken up the matter. Perhaps, for the time being, our present policy of dealing with each case as it arises is the best that can be devised.

Status and tenure are two other important matters. They involve the difficult problem of establishment — the optimum proportion of staff members in each of the various categories of rank, as well as the stage at which the staff member should be given promotion and security of tenure. These are involved and difficult questions, and will become more so as salaries are raised, but they are matters in which the advice of the teaching staff should be sought.

Still another interesting topic for discussion is the employment of women, and more particularly of married women. My own views are that we should try to appoint the best people obtainable regardless of sex and should promote and pay them according to performance. But in carrying out this policy of equal treatment for men and women, two or three points should be kept in mind. Most women, thank God, do marry, and are neither interested in nor available for university posts. I may be old-fashioned, but I believe that one of the functions of marriage is the procreation of children, and therefore I am opposed to the

full-time employment of the *young* married woman. Her home, her husband, and I would hope her children, should have first claim upon her attention. There will be exceptional cases but they should be treated on an individual basis.

While I am in favour of a lot of travelling by members of the teaching and administrative staff, it should be remembered that universities have limited amounts of money available for all purposes, and what is spent on travel cannot be used for salaries, libraries, or teaching assistants. "Sabbatical leave", in the old-fashioned sense of providing every staff member with one year's leave in seven at full salary, in my opinion belongs to another and different age. In most Canadian universities any staff member can make arrangements to be absent for about five and a half months in any summer, and is able, if he can afford it to travel to the farthest corner of the globe in the matter of a few days. I believe in leave of absence for definite academic purposes and in substantial travel grants, but I do not believe that either should be automatic or indiscriminate. There are better uses for the limited monies available. For travel to meetings of learned societies, it is our practice to make small grants to pretty well everyone who is willing to accept them and to make up the balance of his expenses. These have the desired effect of encouraging travel but I wish the grants were larger.

Faculty participation in the administration of the university is another lively topic of discussion. I believe that a great deal of administrative responsibility can be shared with the Faculty through appointed advisory committees, but I do not believe that members elected or appointed by Faculty Associations should be members of Boards of Governors. Such governing bodies should always be ready to hear members of staff on matters of interest to the staff, but I feel that the function of administering such matters is best left to Boards without Faculty Membership.

So far, I have been discussing matters related to the welfare of the teaching staff. The other side of the topic has to do with the returns which can be expected from the teaching staff by those who provide the moneys, facilities, and opportunities which staff members enjoy. In so far as we train leaders, concern ourselves with ideas, and establish standards, our responsibility to society is a heavy one. If our society is less good than it ought to be, then we may not be as good or efficient as we should be. We have also a responsibility to our university and to our students, to the advancement of knowledge and the production



of scholarly and creative work, and this responsibility should challenge us to the limit of our capabilities. My own view and policy are that university administration appoints the staff member, and attempts to provide him with the facilities with which to work. How he works, when he works, and how hard he works, is for the individual to decide. The lower limit of expectation is that he will at least justify his privileged position, his remuneration, and his position of security, and perform such routine duties as may be expected of anyone in his position. The upper limits are those set by the university community and one's fellows in it, and by the needs and problems of the society in which he lives.

I hope the Association will give serious thought to the proper functions of the university in our contemporary world, and especially to those functions which are peculiarly the responsibility of the teaching and research staffs rather than of the administration, the students, or the alumni. Society will exert strong and continuous pressures upon us and will of course share in shaping our policy and program, as will the other groups already mentioned, but I do believe that faculty members could do more in this area than they have done, particularly if they made this question a matter of group study discussion and recommendation within their own organizations.

## **EXCERPTS FROM THE REPORT OF THE PRESIDENT OF HARVARD UNIVERSITY 1956-57**

We can agree wholeheartedly with those who hold that the American public in general has often been too little, or rather too inconsistently, concerned for education, and has failed over a long period of time adequately to provide for it. We would also count it gain if there were now to be a widespread recognition in America that we have, and can have, no monopoly on education, or on brains, or on scientific and technological advance. Such recognition might be disconcerting to those among us who have persisted in the infantile notion that just because a thing is American it must, by virtue of that fact alone, be the best of its kind. But it would be salutary advance if we could now finally extricate ourselves from this debilitating illusion and learn again that caring and effort are indispensable for the achievement of quality.



We can agree with these and perhaps other items in the new criticism of education ; and we must also recognize that there is a serious emergency, even perhaps that the country may indeed be in grave peril. But it does not follow from this that it will serve the national interest if we and the other institutions in America's system of education now throw over what we have been doing and embark on a frantic, concentrated effort to produce tens, or hopefully, even hundreds of thousands more scientists and engineers. . . .

The attention of America's universities should continue to be addressed towards all branches of science, but especially to fundamental work in the basic sciences. The universities' first responsibility is simply to do everything possible to insure that work in the basic sciences in this country shall remain, as indeed it is in most cases, of high quality.

This is a major item in their responsibility, but it does not exhaust it. If we in the universities are to contribute to America's real security we have also to resist every effort others may make to say that the present emergency presents us with an either-or choice. As a nation we need to be strong in basic and applied science. But at the same time we must continue to address ourselves with equal diligence to the social sciences and to the humanities, for these disciplines are no less important than the natural sciences to national security and welfare. The threats to our society from mental ills, broken homes, crime-ridden cities, imperfect governments and the even less perfect relationships among governments, are as pressing as any. And the humanities, which give quality to life and also to most of us our deepest understanding, must continue to be cultivated if we are to build and maintain a culture worth preserving, and produce people equipped in heart and mind to carry such large responsibility. . . .

The times, then, seem to me to call not for a violent new national effort in a single direction (which in any event we are ill prepared to make and almost certainly cannot profitably undertake) but rather for a more consistent, steady, mature concern for the whole of education. This latter would include more adequate financial support, yes ; but also fresh efforts to strengthen the tradition of study in our society, and especially to dignify and reward more properly the profession of the teacher. . . .

I am happy to be able to report, therefore, that Harvard has also been making advances on this front. Faculty salaries were raised last year ; they will go up again next year. The University's retirement

program was made noncontributory for faculty members, and a comprehensive health insurance program for faculty and employees of the University, similar in many ways to the one already in effect for students, was planned during 1956-57 and put into effect at the year's end. Next year's advance in the salary scale will be the third step forward in four years, modest though each has been.

The level of faculty salaries at Harvard seems to me to have a significance beyond Harvard, for I have met with evidence to suggest that our scale in a very real sense points the way for the whole profession. We believe that our average salaries for the different ranks are the highest in college teaching and that their level has an effect on standards elsewhere. We do not believe, however, that our salaries are high enough; first, because their real value is less now than it was twenty-five years ago; and second, because if they are the highest in the profession, then clearly the scale of salaries which now obtains in American colleges and universities does not offer to our ablest people adequate incentive at the point in time when a choice of a career is critical. If the university professor is as important to the health and well-being of the country as we know him to be, the rewards of the profession must be made attractive to our very best talent.

## **WHY WE NEED A HEAD OFFICE**

### **The Scope of Current C.A.U.T. Operations**

It has been suggested to the Officers of the C.A.U.T. that it would be helpful to local executives and to the C.A.U.T.'s membership at large if, when discussing the Executive Council's decision of 24 November last to proceed to the establishment of a Head Office, some information were available to them on the extent and importance of the C.A.U.T.'s current operations.

It is the firm conviction of the present Officers (i.e., of the president, secretary and treasurer), as it was of their predecessors at the University of Saskatchewan, that the burden of the Association's work is already greater than can properly be borne by men who have full-time responsibilities as university teachers. It is also our firm conviction that the work currently in hand, occupying as it does the full time, five days a week, of a skilled typist-secretary together with most of the spare and research time of three university teachers, is more than enough to keep the executive secretary and stenographer provided for in the Head Office Plan adequately occupied. It is, however,

not easy to convey this conviction to others unfamiliar as they must be with the day-to-day work of the Officers and therefore lacking all idea of how time-consuming and onerous their responsibilities are. Possibly the following summary may help in this regard, thereby affording the members some basis of sound judgment on the Head Office proposal. It must be noted, however, that this review of current operations leaves entirely out of account what the C.A.U.T. might do were there more time and money available, and each local staff association must decide for itself whether the projected Head Office would be useful — to the extent of \$7.00 a year — or not.

1. *Head Office routine*: keeping the Association's records, preparing and circulating Minutes, paying its bills, despatching information to local secretaries, answering queries, etc. Now that we have 25 branches, all this consumes quantities of time and effort.
2. *Correspondence with organizations outside the C.A.U.T.* which consider us the representatives and spokesmen for the university teaching profession in Canada. A partial list found by a random leafing through the secretary's and the president's correspondence of the past 18 months will afford some notion of what is involved under this heading.

National Research Council, Canadian Congress of Labour, Industrial Foundation on Education, Canadian Teacher's Federation, Dominion Bureau of Statistics, National Federation of Canadian University Students, Professional Institute of the Public Service of Canada, National Conference of Canadian Universities, Atlantic Provinces Economic Council, The American Association of University Teachers, The Prime Minister of Canada and a number of Cabinet Ministers, Canadian Chamber of Commerce's Committee on Education, presidents of almost all Canadian universities and colleges, Deputy Minister of National Defense, etc., etc.

The C.A.U.T.'s incoming and outgoing correspondence of the past few years under this and the previous heading fills 20 loose-leaf volumes, each one 2 inches thick.

3. *Representing the Profession and its interests.* The C.A.U.T. has presented briefs on behalf of Canadian University teachers to two royal commissions and on each occasion was represented by a deputation of its members. (Our brief to the Gordon Commission inspired our Australian counterpart, to take similar action). The Officers have also been invited to represent the profession in connection with the following: the N.C.C.U.'s Conference on Canada's Crisis in Higher Education, the Canadian Conference on Education (in whose planning and preparation we have an official share), the World University Service of Canada (on whose Executive and National Assembly the C.A.U.T. has permanent representation by charter), the National Federation of Canadian University Students Conferences, at the installation of a couple of university presidents, etc. Of special note under this heading is the C.A.U.T.'s role as the representative of the university teachers of Canada vis-a-vis the American Association of University Professors, the Association of University Teachers

(U.K.), the International Association of University Professors and Lecturers, and the proposed Commonwealth A.U.T. We have also been able to represent the interests of the university teachers of the country in a particular fashion in dealing with the N.C.C.U. It was as a result of our initiative that this body undertook, through the medium of the Waines Committee, a thorough review of pension plans in effect in Canadian universities and advanced important recommendations for their improvement. And we are currently engaged in planning, with the cooperation and promised support of the N.C.C.U., a joint attack on the inequities in Income Tax which afflict us.

4. *The CAUT Bulletin*. Now on a regular basis with an editorial committee, there is every hope that this journal will shortly become as much the organ of the university teachers of this country as the *Universities Review* is of the university personnel of the United Kingdom and the *AAUP Bulletin* is of our confrères in the United States.
5. *Annual and Semi-Annual Meetings*. The C.A.U.T. through its Officers provides for and makes arrangements for semi-annual meetings of all the chairmen and presidents of local staff associations and for an annual meeting of the university teachers of the country at large. These meetings afford an opportunity, otherwise lacking, for the discussion of problems and interests which are common to all of us, wherever we happen to teach.
6. *Standing C.A.U.T. Committees*. The Officers have promoted the formation and they assist in various ways in the work of a number of standing committees which review and report on matters of common concern in the field of university employment. The standing committees of the C.A.U.T. are: Salaries Committee (at Queen's), Pension Policy Committee (at McMaster), Maritime Salaries Committee (at McMaster), Income Tax Committee (at McGill), Bulletin Editorial Committee (at McGill), Committee on the C.A.U.T. Constitution (at Carleton).
7. *Visits by the Officers to assist in the development of local staff associations*. Such visits have been made by the present officers to the University of Western Ontario, Ontario Agricultural College and Waterloo College.
8. *Making Studies and Surveys*. The Officers have in the past 18 months made and distributed a number of reports which have followed from studies and surveys they have made of matters of general interest. Besides the Annual C.A.U.T. Salary Survey or Paysheet (greatly enlarged in its last issue) there have been reports on the following:

Summer School Employment in Canadian Universities, 1957  
 The Salaries of University Teachers in the Maritime Provinces  
 Sabbatical Leave in Canadian Universities  
 Tuition of Faculty Children in Canadian Universities  
 Federal Grants and Faculty Salaries  
 Salary Objectives in Canadian Universities, 1958-9



9. *Carrying out the instruction of the Executive Council of the C.A.U.T.*  
A considerable part of the present secretary's time following every meeting of the Executive Council is spent carrying out instructions that have been given him, — forwarding resolutions to the Federal authorities, to the N.C.C.U. and its members, to the boards of governors of all Canadian universities and colleges, to the Industrial Foundation on Education and so on. The list just given taken from the Minutes of the Executive Council Meeting of June, 1957. It is in this fashion that, following every meeting of the Council, the views and wishes of the Council and the profession are put before those whose opinions are worth influencing.
10. *Distributing information of general interest to local staff associations.*  
The following is a list of items sent out by the CAUT secretary to the affiliated staff associations in the course of the past 18 months.

Pension Plans and Retirement Policies in Canadian Universities — papers by Dean W. J. Waines, President N. A. M. MacKenzie, Professor H. D. Woods and W. C. Greenough

The University Teacher and the Crisis of Higher Education in Canada  
CAUT *Bulletin* — Volume 4, No. 1 — May, 1956

Salaries and Related Conditions of Employment in Canadian Universities  
A Guide to Canadian Income Tax for University Teachers — K. F. Byrd  
CAUT *Bulletin* — Volume 5, No. 1 — December, 1956.

Volume 5, No. 2 — April, 1957.

CAUT *Bulletin* — Volume 6, No. 1 — December, 1957.

CAUT Information Service — 1956-7 releases —

- Volume 1, #1 The National Salary Scale
- #2 Staff Salaries at the N.C.C.U. Conference
- #3 Salary Distribution of Full-time Staff, 1955
- #4 Staff-Student Ratios
- #5 The National Conference of Canadian Universities, Members, June, 1956
- #6 Sabbatical Leave
- #7 Distribution by Ranks
- #8 Faculty Salaries in the Report of the Gordon Commission
- #9 1957-8 Salary Scales
- #10 Total Wages and Salaries Paid by Canadian Universities and Colleges
- #11 Median Salaries for selected academic years for Canadian University Instructional Staff
- #12 Summer School Employment
- #13 C.A.U.T. Library Catalogue
- Volume 2, #1 C.A.U.T. Salary Survey, 1957-8
- #2 Twenty Years of Faculty Salaries
- #3 Median Salaries, 1956-7



- #4 Six Years of Salary Progress
- #5 The National Pension Policy
- #6 Salary Distribution and Median Salaries, 1956-7
- #7 C.A.U.T. Members
- #8 C.A.U.T. Salary Survey, 1957-8 — Part II
- #9 Application of Increased Federal Grants to Staff Salaries
- Supplement #8 Ontario Veterinary College Salary Data
- " #8 University of Toronto Salary Data 1957-8
- " #8 Sir George Williams College Data 1957-8
- " #8 Laval University Data 1957-8
- Volume 2, #10 Active Committees 1957-8
- #11 CAUT Individual Members
- #12 Free Tuition for Faculty Children
- #13 Demand for University Teachers in Canada

Excerpt from the Official Transcript of Proceedings of the Gordon Commission on Canada's Economic Prospects

Questionnaire on Teaching Loads

Notice of the Fall Council Meeting at Ottawa, November 11

Request for list of active committees

Executive Officers of the C.A.U.T. for 1956-57

Academic Freedom and Tenure (From the Bulletin of the A.A.U.P.)

A National Pension Policy for C.A.U.T.

Permanent National Office Project

Letter accompanying five copies of the excerpts from the N.C.C.U. Proceedings 1956.

Directory of Local Associations

Letter re additional copies of the CAUT *Bulletin*

Letter sent with a copy of the I.A.U.P.L. letter

Engineers' Salaries, 1956

Letter requesting reply to the teaching load questionnaire

A Retirement Policy for C.A.U.T.

Questionnaire re attendance at Executive Council Meeting at Ottawa on June 10 and 11, 1957.

Personnel of CAUT Executive Council — Ottawa, June, 1957

Federal Grants to Canadian Colleges and Universities Fiscal Year 1956-7

C.A.U.T. Directory of Local Associations, May, 1957

A National Pension Policy for C.A.U.T. — revised preliminary draft

Proposed Agenda, C.A.U.T. Executive Council Meeting

Salary Survey Questionnaire

Motions proposed for the Council Meeting, June 10-11, 1957

Active Committees, 1956-7

*Bulletin* distribution list

*Pay and the Professor* by Beardsley Ruml  
 Salary Scales — 1956-7 and 1957-8  
 Letter from McCready enclosing CAUT's preliminary report on academic salaries — requesting further figures for *Financial Post's* article  
 Letter re free tuition for faculty children  
 Letter accompanying Minutes of the Sixth Annual Meeting of the Association  
 Minutes of the Executive Council — Ottawa — June 10-11, 1957  
 Minutes of the Sixth Annual Meeting — Ottawa — June 12, 1957  
 Letter and "A" Retirement Policy for C.A.U.T.  
 Letter and questionnaire re plans for briefs.  
 Letter and copies of Steer's memorandum on Canadian Investment Fund  
 Letter re active committees in local associations  
 Letter re *Bulletin* distribution  
 Revised Draft — Faculty Salaries in the Maritime Provinces  
 Preliminary Notice of Montreal Meeting  
 Salaries of University Teachers in the Maritime Provinces  
 Questionnaire re the C.A.U.T. Executive Council Meeting at Montreal  
 Personnel of C.A.U.T. Executive Council Meeting — Montreal, November 24, '57  
 Proposed Agenda for Meeting  
 A National Office Plan for the C.A.U.T.  
 Report of the CAUT Committee on Pensions for presentation at the Meeting  
 A National Pension Policy for CAUT  
 Salary Objectives, 1958-9  
 Treasurer's Report — for Meeting  
 Letter from treasurer re National Head Office plan and increase of fee  
 Letter re Insurance — sent with T.I.A.A. brochure  
 Letter re Income Tax Problems — — — etc. etc.

## ACADEMIC FREEDOM AND TENURE

(From the Bulletin of the A.A.U.P.)

Vol. 43, No. 1, Spring 1957

### *Statement of Principles.*

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extramural activities, and (2) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

### *Academic Freedom.*

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

### *Academic Tenure.*

(a) After the expiration of a probationary period — teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the

case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice :

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education ; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitudes, should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

## NEWS ITEMS

The Executive Council met in Montreal on November 24th. Representatives from U.B.C., Alberta, Saskatchewan, Western, Toronto, McMaster, Queen's, Carleton, Montreal, Sir George Williams, McGill, Bishop's, Laval and St. Francis Xavier were present. An observer from Ottawa; K. F. Byrd, Income Tax specialist from McGill, and the Editor of the Bulletin were also present.

Applications for affiliation from Victoria College (B.C.) and Waterloo College (Ontario) Faculty Associations were approved.

The Secretary reported that he was in touch with representatives of Ottawa, Mount Allison, Sherbrooke and St. Joseph's Universities, and with Prince of Wales, Nova Scotia Technical, Royal Military and Lakehead Colleges, informing them about the C.A.U.T.

The Queen's Faculty Association Salary Committee under the Chairmanship of Professor D. Slater, was asked to function as a C.A.U.T. Salary Committee responsible for maintaining an active study of faculty salary matters and for making the annual C.A.U.T. Salary Survey and to report to the Executive Committee. Prof. Slater reported that his Committee would review the C.A.U.T. minimum salary scale, making use of recent data not available at the time of the original studies, and that the rationale of the salary scale would also be re-examined.

The President stated that the report of the Maritime Salary Committee had been sent to a number of Maritime M.P.'s, to certain members of the Federal Cabinet, the Industrial Foundation on Education, the directors of the N.C.C.U., members of the Gordon Commission, editors of Maritime newspapers, the Executive of the Atlantic Provinces Economic Council, members of the Board of Governors of St. Francis Xavier University, of the Dalhousie University Administration and all other Faculty Associations affiliated with the C.A.U.T.

Professor Jewett, Chairman of the C.A.U.T. Committee of Constitutional Revision, informed the meeting that her committee was already at work and that it would give a progress report in June on (a) membership and qualifications; (b) group membership; (c) voting and representation; (d) fees and (e) changes in the existing constitution.

The Head Office Project Committee under the Chairmanship of Professor Donnelly (Manitoba) made recommendations for the setting up of a National Office. The "B" plan proposed was approved by the Executive and it was agreed that it should be put into effect September 1st, 1959. It was further agreed that the head office should be located in Ottawa and that the Secretary should, preferably, be bilingual. Finally, it was recommended that in order to finance the head office project, the next Annual Meeting of the C.A.U.T. be asked to increase the fee to \$7.00 per member, beginning November 1st, 1958.

It was reported that the next meeting of the Executive Council of the C.A.U.T. would be held in conjunction with the Conference of Learned



Societies at the University of Alberta on June 9th-10th, 1958. It was agreed that the Annual Meeting would be held at the University of Alberta on the evening of June 10th.

A nominating committee to be chaired by Professor Fowke with power to add was set up and asked to report a slate of nominations to the next meeting of the council.

Now that we are facing the problem of financing a national office, it may be of interest to members to know how those who have been before us in this field have fared elsewhere. The A.A.U.P. was founded during the First World War and has long had a permanent Head Office in Washington, D.C. Its fee is \$7.50 per year with a membership in 1956 of 36,415. Its ranks include only about 25% of potential membership. The A.A.U.P.'s full-time establishment in Washington included 5 professional officers and 18 clerical people. They paid the former a total of \$67,000 in salaries in 1956 and the letter drew \$77,000. (— see *AAUP Bulletin* volume I, No. 1, p. 2, 75-6; & No. 4, p. 689).

The Association of University Teachers (U.K.) established its central office in London two and a half years ago. Its membership fee is two guineas per year for all those of the lecturer grade and above — for those below, it is one guinea per year (approximately  $\frac{1}{8}$  of the membership paid at the one guinea rate). Its membership is, at the present time, 5,806, which is approximately  $\frac{2}{3}$  the potential membership. Up to the present, the association has been run on the basis of Honorary Officers (President, General Secretary, General Treasurer, two Vice-Presidents, Editor of the *Universities Review*, a part-time Development Officer to aid recruiting, etc., and a part-time Press Officer), and three full-time people in the Headquarters Office. In addition, the general treasurer and the editor each have some part-time assistance for which they receive an amount to cover the expense involved. As the AUT have only had the London Headquarters for two and a half years, and developments are still taking place, it is expected that expansion in the paid office staff, etc., will be necessary in the next year or two. The A.U.T.'s London office is situated in a house bought by the association and converted to their needs. The total expense last year was £5,818 — this included railway fares of representatives attending Council meetings, travel and accommodation expenses of members of the Executive attending meetings, and a large proportion of the publication expenses of the *Universities Review*.

(— information supplied by Miss D. K. Davies, Assistant Secretary, AUT).

The C.A.U.T. has approximately 3,200 members in 25 branches. The D.B.S. "Survey of Salaries and Qualifications of Teachers in Universities and Colleges, 1956-7" showed a total of 3,954 full-time staff in 48 institutions and while it is certain that the total has gone over 4,000 in the current year, it is nonetheless evident that our proportion of potential membership is high. In the financial year 1956-7, the C.A.U.T.'s income was just short of \$8,500 and our expenditures totalled \$4,486.



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